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ABSTRACT

The School Alternative Vocational Education (SAVE) project is directed at unsuccessful, but not disruptive, students who have sufficient cognitive ability to complete the school program. The program attempts to stimulate a level of motivation sufficient to produce positive behavior while increasing the students' degree of basic skills attainment. Data for this evaluation of the SAVE project in one junior high school were obtained by examination of project documents and student records, interview/observation of project participants, pre- and post-administration of the Survey of Study Habits and Attitudes, and surveys of parents and students. Evaluation results indicated that all but two of the project features were implemented as specified; the exceptions were the student/teacher ratio and scheduling of the counseling component. The vast majority of comments made by students and the project teacher in reaction to the costs and benefits of the various project features were extremely positive. Students met the criteria that had been specified in the program proposal. The project had a positive effect on reading comprehension and mathematics computation, and student attitudes toward school and studying. No impact on student attendance was noted. Students' parents saw the project as having a positive impact. (BW)

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DADE COUNTY PUBLIC SCHOOLS

EVALUATION OF THE 1982-83 ECIA, CHAPTER II SCHOOL ALTERNATIVE VOCATIONAL EDUCATION PROJECT

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AUGUST 1983

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EVALUATION OF THE 1982-83
ECIA, CHAPTER II
SCHOOL ALTERNATIVE VOCATIONAL EDUCATION PROJECT

OFFICE OF EDUCATIONAL ACCOUNTABILITY
AUGUST 1983

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EVALUATION OF THE 1982-83, ECIA, CHAPTER II
SCHOOL ALTERNATIVE VOCATIONAL EDUCATION PROJECT

Executive Summary

The School Alternative Vocational Education (SAVE) project is funded under ECIA, Chapter II in the amount of $38,889 (FY 1982-83). SAVE operates in one junior high school (Rockway) and is directed at "unsuccessful, but not disruptive students who have sufficient cognitive ability to complete the school program". The project provides a "school within a school" setting for seventeen of these students at the ninth grade level (i.e., except for physical education and homeroom, the participants take all classes together). The project attempts to stimulate a level of motivation sufficient to produce positive behavior while increasing the students' degree of basic skills attainment. The project also stresses professional/career exploratory opportunities which include weekly guidance sessions with an occupational specialist, specific vocational training in selected subjects, and on-site visits and interviews with individuals who are presently employed in various occupational settings, Features of the program designed to effect positive changes on behavior and outlook include contracting with students and their parents to establish expectations regarding the level of achievement required for various grades, parental involvement via meetings or other interactions, small class size, use of positive reinforcements, and instruction through the development of academic "projects".

This evaluation addressed the following questions:

1. To what extent are project features described in the proposal implemented as described and as scheduled; and to what extent are they seen as unique as compared to features of previously experienced educational programs?

2. What are the perceived "costs and benefits" of the various project features?

3. To what extent do the characteristics of students currently in the SAVE project match those described in the program proposal?

4. To what extent does the SAVE project impact student achievement in the basic skills, attitudes toward school and studying, and other critical student behavior?

5. To what extent do students' parents believe project SAVE influenced their sons'/daughters' feelings about school, their careers, their families and themselves?

Data for this evaluation were obtained by examination of project documents and student records, interview/observation of project participants, pre and post-administration of the Survey of Study Habits and Attitudes, and surveys of parents and students.

Results of this study indicate that all but two of the project features were implemented as specified; the exceptions involving a more favorable student/teacher ratio and a modification of the counseling component to achieve a more flexible "when needed" approach to scheduling. The project was actually initiated in November of 1982, instead of September, as originally specified. The vast majority of comments made by students and the project teacher in reaction to the "costs and benefits" of the various project features were extremely positive; the few "costs" mentioned concerned infrequently occurring cases of negative affect generated by student participation in group counseling, the amount of energy that had to be expended by the teacher in utilizing student projects as an instructional approach and the need for project students to take vocational instruction from other Rockway teachers, not all of whom possessed the flexible approach to instruction used in the SAVE classroom. Students viewed SAVE as unique, compared to other, previously experienced, educational programming.

Students enrolled in the project met the criteria which had been specified in the program proposal.

The project had a positive effect on Stanford Reading Comprehension and Mathematics Computation scores and student attitudes toward school and studying. However, no appreciable impact on student attendance was noted.

Finally, students' parents saw the project as having a positive impact on their sons'/daughters' feelings about school, their careers, their families, and their self-esteem.

As a result of these findings, it is recommended that:

1. continuation of the SAVE project be supported;
2. non-project staff with whom project students come in contact (principally vocational education teachers) receive an orientation to (a) the unique needs of this population of students and (b) appropriate instructional/class management techniques.

Should consideration be given to expanding this project to other junior high schools, extreme care should be taken in hiring teachers to work with students of this nature. Such teachers should possess characteristics which are believed to have been vital to the success of this project (i.e., an extremely flexible approach to instruction, a high degree of tolerance for idiosyncratic behavior, an ability to successfully cope with large amounts of stress, and an abundance of skills in individual and group dynamics). Failing to hire teachers with these attributes, would likely limit the effectiveness of future projects of this nature.

Description of the Project

The School Alternative Vocational Education (SAVE) project was funded in the amount of $38,889 (1982-83) under ECIA, Chapter II. It operated in one junior high school (Rockway) and served "unsuccessful, but not disruptive students who have sufficient cognitive ability to complete the school program." SAVE provided a "school within a school" setting for up to 20 ninth grade Rockway pupils who had satisfied the project's entrance criteria. Except for homeroom and physical education, SAVE students took all their classes together.

SAVE's goals included: 1) stimulating a level of motivation among the selected students sufficient to produce positive school-related behaviors (e.g., reduced absentee rates, increased percentage of assignments completed, etc.), 2) raising its participants' knowledge of basic skills, and 3) offering its students exposure to various kinds of career opportunities via the utilization of occupationally oriented course work (e.g., small motor repairs, health, criminal justice), in-class speakers who discuss their respective fields of endeavor; and field trips to diversified work sites, giving the students a chance to directly observe and interview individuals already employed in work settings.

The components of SAVE which its designers believed would help produce positive changes in student behavior and achievement included small class size, utilization of a positive reinforcement system, the assignment of individualized independent academic projects to foster the development of basic skills, counseling, and parental involvement through the use of parent/student/teacher meetings.

Description of the Evaluation

This evaluation was based on information that was routinely collected as part of the SAVE project or Rockway Junior High operation as well as on data that were obtained strictly for this appraisal. Methods/sources employed included school records, questionnaires, checklists, interviews, and classroom observation.

The evaluation addressed the following questions:

1. To what extent did the characteristics of students participating in the SAVE project match those described in the project proposal?
2. To what extent did the SAVE project impact student attitudes toward school and studying?
3. To what extent did the SAVE project impact student achievement in the basic skills?
4. To what extent did the SAVE project impact student attendance rates?
5. To what extent were the project features described in the program proposal, such as those listed below, actually implemented; when did such implementation occur?

a. a low student/teacher ratio
b. weekly counseling
c. a project approach to instruction
d. exposure to vocational training
e. the use of incentives to enhance academic achievement and decrease truant behavior
f. parent involvement/commitment

6. What did the SAVE participants (i.e., the teacher and students) believe were the "costs" and benefits of the various project features?

7. To what extent did the SAVE students regard the project as unique and which, if any, SAVE components did they believe helped motivate them to work more diligently in school?

8. To what extent did the students' parents believe the SAVE project influenced their sons'/daughters' attitudes toward school, toward their careers, toward their families; and toward themselves as worthwhile human beings?

Characteristics of Student Participants

The project proposal stated that SAVE students should be those individuals who had not succeeded at achieving major educational objectives and had not created severe disciplinary problems; but were intellectually capable of completing their schooling. The evaluator collected information to determine the extent to which students enrolled in this project actually matched the selection criteria. The specific information collected included data concerning the nature of the processes and criteria employed in student selection, as well as the characteristics of the student population in terms of academic achievement, ability, and conduct.

Impact of the Project on Students

Student attitudes toward school and studying. Both pre and posttesting with the Survey of Study Habits and Attitudes was performed to determine the impact of project participation on seven attitudinal areas (delay avoidance, work methods, teacher approval, education acceptance, study habits, study attitudes, and study organization).

Student achievement. Project impact on basic skills achievement was determined through a comparison of SAVE students' 1981-82 and 1982-83 Stanford Achievement Test Reading Comprehension and Mathematics Computation scores. Additionally it is planned to access these students' Stanford similarity indeces when they become available later in 1983. The derivation of similarity indeces will involve comparing the 1983 Stanford scores of SAVE students with those of a similar group of students (using sex, grade level, ethnicity and 1982 scores as matching variables). These "similar" students will be employed as a "control" group against which to compare the SAVE students.

Other relevant student behavior. Attendance rates of SAVE students were compared with countywide 1982-83 ninth grade student attendance rates to determine the extent to which these rates matched those of other ninth grade students. This information was obtained from the SAVE students' school records and Dade County Public Schools (DCPS) computer files. SAVE's impact

on its consumers' tardiness rates was not ascertained due to the fact that the DCPS computer files did not maintain tardy figures for Dade County students prior to the 1982-83 school year.

Description of the Extent to Which Project Features Were Implemented; Schedule of Implementation

A SAVE Project CheckTist (See Appendix A), developed by the Office of Educational Accountability (OEA) was completed by the project teacher at the end of May, 1983. This checklist allowed a determination of when and to what extent critical project features were implemented. Information included on this form provided data concerning:

1. the teacher/student ratio
2. the frequency, content, and number of participants involved in counseling sessions
3. the types of independent instructional projects undertaken and the number of students involved in such projects
4. the areas of vocational training to which students were exposed
5. the kinds of incentives that were employed to encourage the students' academic performance
6. the frequency and nature of parent-project interaction

Additionally, interviews were conducted with the project teacher and a randomly selected group of students at the midpoint and end of the 1982-83 school year to ascertain perceptions regarding the "costs and benefits" of implementing the major project features (See Appendix B for a sample of these comments). The project checklist, described above, was used to structure these interviews.

Students' Perceptions of Project Features

A student survey (See Appendix C), also developed by OEA, was used to determine SAVE students' perceptions regarding the extent to which they viewed the project as unique (compared with previous school experiences) and to obtain their evaluation of various project features such as the academic and vocational instruction, the "school within a school" scheduling, the application of incentives, and the counseling component.

Parents' Perceptions of the Project's Impact on Their Sons/Daughters

A parent questionnaire (See Appendix D), developed by OEA, was employed to determine parents' perceptions of SAVE's impact on their sons'/daughters' attitudes toward school, toward their careers, toward their families, and toward themselves as worthwhile human beings. This survey also examined the extent to which parents were aware of the project's philosophy, goals, and critical components.

Results

The following section contains detailed findings of the evaluation of Project SAVE. Initially presented are the results of an appraisal of the adequacy of SAVE's screening procedures. Following this, data are offered to evaluate SAVE's impact on its participants' attitudes toward school and studying, basic skills attainment, and attendance rates. Next, information is presented which was used to determine if and when critical features of

the project were actually implemented, and then data regarding what the project participants' believed were the "costs" and benefits of these features are offered. Finally, an analysis of responses (made by participants and their parents) to questionnaires is displayed, demonstrating the consumers' attitudes and feelings about the project in general and, more specifically, about some of its critical features.

Adequacy of SAVE Screening Procedures

To determine if the participants chosen for the SAVE project were "unsuccessful, but not disruptive students who had sufficient cognitive ability to complete the school program", OEA staff interviewed the proposal writer and the project teacher to determine the processes utilized in selecting the SAVE students.

The selection procedure involved several steps. First, the proposal writer and the teacher described the admission criteria to the Rockway Junior High School faculty, requesting that the staff submit (to the selectors) names of appropriate students. After obtaining an initial list of 61 students the proposal writer, SAVE teacher, and a Rockway Junior High School assistant principal devised a chart which included each nominated individual's name, grade level, reading, and mathematics stanine scores for 1982. Additionally the scholarship, effort, and conduct grades which each potential SAVE student obtained in English and Math for the spring 1981 academic semester and the fall and spring semesters of the 1981-82 school year were also obtained. From the eligibility list of 61 names, the three members of the selection committee chose 20 individuals who possessed (to the greatest degree) the characteristics which most closely matched SAVE's entrance criteria. The teacher and proposal writer explained the details of the proposed project to the 20 students selected and gave each of them SAVE information packets and consent forms to give to their parents (See Appendix E). Once a parent signed the consent form, the student was officially enrolled in the SAVE project for the 1982-1983 school year. Nineteen of the original 20 students selected received their parents' permission to enter the program. The first alternate (from the list of 61) was then offered an opportunity to join the project and, upon receiving all the project's vital information, obtained parental consent to enroll.

Analysis of project student characteristics suggests that the 20 students ultimately selected for the project did, indeed, meet the entrance criteria. In all but four cases, the project participants possessed average stanine scores in mathematics (three of the exceptions had stanine scores which were above average and the fourth was two stanines above average) whereas in reading, 18 of the 20 students had average stanine scores; the two exceptions both had stanine scores which were below average. Furthermore, all 20 students (during the 1981-82 school year) generally obtained grades in the C-D range for both mathematics and English. At the same time they scored in the low range for effort in both these subjects and in the average or above average range for conduct in both subjects. In short, compared to the other students who were "nominated", the 20 pupils ultimately chosen easily met the proposal's selection criteria and seemed appropriate candidates to benefit from this project.

SAVE's Impact on Attitudes Toward School and Studying

To ascertain the extent to which the SAVE project impacted its participants' attitudes toward school and studying, the project teacher administered (in November of 1982) the Survey of Study Habits and Attitudes (SSHA), a standardized, commercially available instrument, to all students who were enrolled in the project. The teacher again "tested" all the SAVE students with this same instrument at the end of May, 1983, to determine if the pupils' attitudes toward school and studying had changed in any way over the course of the school year.

The SSHA (originally called the Brown-Holtzman Survey of Study Habits and Attitudes) has seven scales. The first, entitled Delay Avoidance (DA) measures an individual's promptness in completing academic assignments, lack of procrastination, and freedom from wasteful delay and distraction. Work Methods (WM) measures the pupil's use of effective study procedures, efficiency in doing academic assignments, and how-to-study skills. Teacher Approval (TA), the third scale, measures a student's opinions of teachers and their classroom behavior and methods, whereas Education Acceptance (EA) measures the individual's approval of educational objectives, practices and requirements. Study Habits (SH) combines the scores on Delay Avoidance and Work Methods to provide a measure of academic behavior. Study Attitudes (SA) combines the scores on the Teacher Approval and Education Acceptance scales to provide a measure of scholastic beliefs. The seventh and final scale, Study Orientation (SO) combines the scores on the Study Habits and Study Attitude scales to provide an overall measure of study habits and attitudes. "High" scores on the SSHA are characteristic of those who obtain "good" grades; low scores tend to be characteristic of those who get low grades or find school work difficult.

Statistical analysis of the SAVE students' group "performance" on the SSHA (See Table I) indicates that, as a whole, the students' scores on all seven subscales were higher on the posttest than on the pretest. Increases on the Teacher Approval, Education Acceptance, Study Attitudes, and Study Orientation scales were all statistically significant. Although none of the other increases were statistically significant, they do suggest a positive trend in the extent to which these students were displaying a positive attitude about school and schoolwork.

In brief, analysis of all the data collected from this instrument suggests that the SAVE project had a positive impact on it's participants' attitudes toward study and school.

SAVE's Impact on Basic Skills Attainment

For this report, the evaluator compared SAVE students' 1983 Stanford scale scores for Reading Comprehension and Math Computation subtests with the 1983 Stanford scale scores which should have been obtained assuming "normal" maturation. Analyses show that the SAVE students' 1983 scale scores on both Reading Comprehension and Mathematics Computation increased (beyond what was "expected") 1.125 and 9.250 scale score points respectively, an increase which is equivalent to gains of two and seven percentile points respectively (See Table IIa).

TABLE I

SAVE STUDENT (RAW SCORE) RESPONSES ON THE SURVEY OF STUDY HABITS AND ATTITUDES

N=16 SUBJECTS

Sub Scale	Mean Pretest Score	Mean Posttest Score	Difference	t-Value	Level of Significance (2-Tail Probability)
Delay Avoidance	10.875	11.750	+ .875	.52	0.608
Work Methods	13.375	16.250	+ 2.875	1.41	0.178
Teacher Approval	12.750	18.125	+ 5.375	2.11	0.052
Education Acceptance	11.750	17.5625	+ 5.8125	2.95	0.010
Study Habits	23.625	28.000	+ 4.375	1.69	0.112
Study Attitudes	24.500	36.3125	+11.8125	2.94	0.010
Study Orientation	48.125	64.3125	+16.1875	2.83	0.013

TABLE IIa

SAVE's IMPACT ON ITS PARTICIPANTS' BASIC SKILLS ATTAINMENT (SCALE SCORES)

Variable	Number of Cases	Mean	Difference Between "Actual" and "Expected" Means	Equivalent Percentile Increase
Reading Comprehension 1983 (Actual)	16	696.8125		
			+1.1250	2
Reading Comprehension 1983 (Expected)	16	695.6875		
Math Computation 1983 (Actual)	16	731.1875		
			+9.2500	7
Math Computation 1983 (Expected)	16	721.9375		

Table IIb

SAVE STUDENTS' ATTENDANCE

	Number of Cases	Mean Days Absent	Difference Between Means	t-Value	Level of Significance (2-Tail Probability)
Number of Days Absent 1983	16	12.0625			
			+1.9375	1.31	0.212
Number of Days Absent 1982	16	10.125			

As previously indicated, SAVE students' Stanford similarity indices will be accessed and documented as soon as these data become available.

SAVE's Impact on School Attendance Rates

To determine the extent to which project SAVE impacted its participants' school attendance rates, the SAVE students' 1982-1983 attendance rate was compared with their 1981-82 rate (when they were all in Rockway's "regular" grade eight program). In addition, the SAVE students' attendance rates for the 1982- 1983 school year were compared with the 1982-1983 countywide ninth grade attendance rate.

Analyses indicate that the SAVE students (when they were in Rockway's "regular" grade eight program) averaged ten sick days per school year (a 94.38% attendance rate compared to an average eighth grade attendance rate of 93.31%), whereas while enrolled in project SAVE, they averaged 12 sick days per school year (a 93.30% attendance rate) which compares with the 1982-83 ninth grade attendance rate of 93.31%. This slight increase in number of days absent for SAVE students (from 1982 to 1983) is not statistically significant and could easily have occurred simply by chance. (See Table IIb) In short, the project appeared to have no real influence on its participants' rate of attendance. As noted, however, participants' actual attendance rates were about the same as other DCPS ninth grade students during the 1982-83 school year.

Implementation of Project SAVE's Critical Features

To determine whether and when critical project features were implemented, the SAVE project checklist (See Appendix A) was completed by the SAVE teacher. The project features assessed included:

1. the teacher/student ratio
2. the individual and group counseling
3. the "project" approach to instruction
4. Student exposure to vocational training
5. Utilization of incentives to encourage appropriate academic and prosocial behavior
6. Parent commitment/involvement

Information gleaned from the evaluator's examination of the SAVE checklist, in-class observations, interviews with the Rockway Junior High occupational specialist, and a perusal of the specialist's "lesson plans" regarding her interactions with the SAVE students (See Appendix F for a sample plan) all suggest that the above mentioned six critical features were implemented from the inception of the project in November, 1982. It should be noted, however, that not all of these components were instituted exactly as described in the original SAVE proposal. For example, computing the teacher/student ratio counting only the full-time project teacher resulted in ratios ranging from 1:20 to 1:16 at various points in the year and for various reasons (compared to the 1:15 ratio specified in the program proposal). Although these ratios were not as "favorable" as that initially specified, they constitute, in a practical sense, a pessimistic portrayal of the actual "instructional coverage" given these students. In class visitations, the evaluator noted that instructional staff (in addition to the project teacher) were often present with the SAVE class. Other teachers characteristically present were the occupational specialist and various vocational teachers --

all of whom provided instructional input (during their free period) to the SAVE students. In this sense, the teacher/student ratio was actually more favorable than that originally proposed.

Another critical feature which also deviated somewhat from the guidelines depicted in the original proposal was the therapeutically oriented individual and group counseling. Such sessions did not occur on a weekly basis as originally depicted in the SAVE proposal. Rather, the SAVE teacher conducted individual and group counseling sessions whenever he thought they were needed and/or when they were requested by students.

The remaining four critical features - a project approach to instruction, student exposure to vocational training, utilization of incentives to encourage appropriate academic and school-related behavior, and parent involvement all occurred as described in the original SAVE Chapter II proposal. (See Appendix A for lists of: 1) the individual academic projects undertaken by the SAVE students, 2) the kinds of vocational training to which the students were exposed, 3) the types of incentives used to enhance the students' academic and other appropriate social behaviors; and 4) the number of times and reasons why the participants' parents met [as a group] with the SAVE teacher).

The "Costs and Benefits" of the Various Project Features

To determine how the SAVE students and teacher viewed the "costs and benefits" of the various critical components of the project, the evaluator conducted a series of interviews (over the course of the school year) with randomly selected SAVE students and the SAVE teacher. The questions on the SAVE Project Checklist were used to structure these interviews and the comments made by the above-mentioned individuals were coded into negative or positive categories.

The vast majority of comments made by the students and the teacher (concerning the project's critical components) were extremely positive. In point of fact, only four comments were made during this series of interviews which could be deemed negative. For example, regarding the counseling component, one "cost" which an individual mentioned concerned the fact that occasionally, during a group session, a SAVE student might express some strong negative feelings about school, which in turn, might elicit negative feelings from the other group members. According to this individual, this unleashing of negative affect sometimes "caused" the students to displace their feelings of anger and hostility onto each other instead of dealing with them more constructively.

The other comments concerning the "costs" of critical features were all made by the teacher. He thought the employment of a project approach to instruction was extremely exhausting for him to undertake both emotionally and physically. He added that a "cost" of exposing the SAVE students to vocational training involved their daily interaction with other Rockway Junior High teachers, not all of whom possessed the flexible approach to instruction utilized in the SAVE classroom. Consequently, the SAVE students had to learn to accommodate several different teaching philosophies, and the SAVE teacher had to continually work with the vocational instructors to ensure they were incorporating sufficient flexibility in their teaching, thus enab-

ling the SAVE students to attend to and learn from them. (See Appendix B for examples of the comments made by SAVE students regarding the "costs and benefits" of the project's critical features).

SAVE Students' Views Concerning the Uniqueness of the Project; SAVE Students' Beliefs Regarding the Components Which Motivated Them to Learn

To ascertain the extent to which the SAVE students viewed the project as unique and which components, if any, helped motivate them to work more diligently in school, a questionnaire, developed by the OEA, was distributed in March, 1983 to all SAVE students. While in class, the SAVE students anonymously responded to the instrument items (with the evaluator in attendance) and returned the completed form to the evaluator about 45 minutes later (Responses to those items referenced in this section are displayed in Table III - see Appendix C for a display of responses to all items.)

Three statements on the questionnaire dealt with the participant's belief about the project's uniqueness. Analysis of responses to items 10, 12, and 24 indicate that a substantial percentage of SAVE students agree or strongly agree with statements inferring that: (1) Project SAVE made school more interesting (89%); (2) Project SAVE was different from the "regular" school programs they had previously attended (94%); and (3) the SAVE academic courses were different from "regular-school-program" academic courses (65%). In brief, the vast majority of the students appear to believe that the Project's approach was quite different from anything they had previously experienced at Rockway. In retrospect, it should be mentioned that the wording of item #24 could have been misconstrued by the SAVE students. That is, someone answering this statement might have responded either to the idea that the project SAVE instructional approach to academic courses was different from how they were usually taught or that the information presented in these courses was different from what one might normally expect in a "regular" academic course. Having more than one interpretation for comprehending item #24 may account, in part, for the relatively large number of undecided responses as well as the relatively wide range of scores.

In response to two items (8, and 22) related to the uniqueness of the Project's vocational programming, 88% believed they obtained "fresh" information from participation in SAVE's vocational courses, and 89% agreed that people from the community who came to speak about different types of jobs usually presented information which was new to them. It is reasonable to conclude that a majority of the SAVE consumers viewed the vocational components of the project as unique.

Questionnaire items 5, 7, and 9 were designed to ascertain which if any, project components inspired the SAVE students to work more diligently in school. Analysis of responses to these items (See Table IV) indicate that a large percentage of these pupils agree or strongly agree to phrases signifying that: (1) the earning of field trips for completing assignments motivated them to do their work (83%), (2) the "awarding" of visits to interesting sites for obeying rules influenced them to obey these rules (62%), and the privilege of going on field trips for obtaining good grades inspired them to work harder in school (71%).

In short, a substantial majority of SAVE participants thought that the opportunity to earn rewards motivated them to work more diligently and behave more appropriately in school.

TABLE III

SAVE STUDENTS' VIEWS CONCERNING THE UNIQUENESS OF THE PROJECT

Item	Percent responding to each choice: Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
10. I think project SAVE's instructional approach made school more interesting for me than the "regular" program I was previously attending at Rockway	0	0	11	24	65
12. I think project SAVE is a lot like the "regular" program	53	41	6	0	0
24. I saw no differences between the project SAVE academic courses and the academic courses I took while I was in the "regular" school at Rockway	24	41	23	12	0
8. The vocational courses I took while attending project SAVE offered new information about different kinds of jobs	0	0	12	41	47
22. The people from the community who came to speak about different types of jobs usually presented information which was new to me	0	5	6	71	18

TABLE IV

SAVE STUDENTS' VIEWS REGARDING THE SAVE COMPONENTS WHICH MOTIVATED THEM TO LEARN

Item	Percent responding to each choice				
	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5. Knowing that I go on a field trip if I did my school assignments motivated me to complete my assignments	0	0	17	59	24
7. Giving me a chance to visit interesting places obeying Rockway Junior and project Save rules, influenced me to actually obey these rules	0	0	38	31	31
9. Going on field trips for getting good grades influenced me to actually work harder	0	0	29	42	29

Parents' Perceptions Concerning SAVE's Impact on their Sons'/Daughters' Attitudes toward School, Careers, Families and Themselves

To determine parents' perceptions concerning SAVE's impact on their children, the evaluator developed a questionnaire and personally gave a copy to each of the SAVE students to give to his/her parents. Seventeen questionnaires were handed out and 14 of them were returned (in sealed envelopes) to the project teacher, who, in turn, gave them to the evaluator. Two of the fourteen contained invalid response sets and thus, were not included in this data analyses (responses to the items mentioned in this section are presented in Table V - see Appendix D for a display of responses to all items.)

Two items on the parent questionnaire (items 5 and 13) dealt with the parents' impression of SAVE's impact on their children's attitudes toward school. Analysis of responses to these two items indicates that a significant majority of parents agree or strongly agree that their children had developed a more positive attitude toward school since they enrolled in project SAVE. (Item 5 - 92%)

Statements 8 and 10 examined parents' beliefs regarding their children's attitudes toward their career goals. Analysis of parents' responses to the above-mentioned items shows that a substantial percentage of parents agree or strongly agree that their children: (1) were now thinking more about their career goals (92%), and (2) had obtained a better understanding of the relationship between doing well in school and getting a good job after spending most of the 1982-83 school year in SAVE (92%).

One item, statement 6, investigated parents' perceptions of SAVE's impact on their children's relationship with other family members. All the responding parents thought that their son or daughter's relationship with family members had improved since their child had enrolled in SAVE.

Finally, the SAVE parent questionnaire contained two items (#7 and #17) which explored the parents' thoughts regarding Project SAVE's impact on its participants' attitudes toward themselves. Analysis of parental replies to these two statements indicated that a large number of parents believed that: (1) their child seems genuinely happier since he/she enrolled in SAVE (100%), and (2) their child thought he/she would now learn more successfully since entering Project SAVE (76%).

In brief, results of the analysis of the SAVE parent questionnaire indicated that a large majority of the parents thought the project had a positive impact on their children's attitudes toward school, their careers, their families and themselves.

TABLE V

PARENTS' PERCEPTIONS CONCERNING SAVE'S IMPACT ON THEIR SONS'/DAUGHTERS' ATTITUDES TOWARD SCHOOL, THEIR CAREERS, THEIR FAMILIES AND THEMSELVES

Item	Percent responding to each choice: Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5. My child has developed a more positive attitude toward school since he/she enrolled in project SAVE	0	0	8	33	59
13. My child's attitude toward school has not changed very much since he/she entered project SAVE	58	26	8	8	0
8. My child seems to be thinking more about his/her career goals since he/she began to participate in project SAVE	0	0	8	25	67
10. Project SAVE has helped my child gain a better understanding of the relationship between doing well in school and getting a good job	0	0	8	67	25
6. Since my child began attending project SAVE, his/her relationship with the rest of our family has improved	0	0	0	67	33
7. My child seems genuinely happier since he/she attended the project SAVE class	0	0	0	33	67
17. My child seems to feel that he/she can learn more successfully since enrolling in project SAVE than before	0	0	24	17	59

Conclusions and Recommendations

Results of this study indicate that all but two of the project features were implemented as specified; the exceptions involving a more favorable student/teacher ratio and a modification of the counseling component to achieve a more flexible "when needed" approach to scheduling. The project was actually initiated in November of 1982, instead of September, as originally specified. The vast majority of comments made by students and the project teacher in reaction to the "costs and benefits" of the various project features were extremely positive; the few "costs" mentioned concerned infrequently occurring cases of negative affect generated by student participation in group counseling, the amount of energy that had to be expended by the teacher in utilizing student projects as an instructional approach and the need for project students to take vocational instruction from other Rockway teachers, not all of whom possessed the flexible approach to instruction used in the SAVE classroom. Students viewed SAVE as unique, compared to other, previously experienced, educational programming.

Students enrolled in the project met the criteria which had been specified in the program proposal.

The project had a positive effect on Stanford Reading Comprehension and Mathematics Computation scores and student attitudes toward school and studying. However, no appreciable impact on student attendance was noted.

Finally, students' parents saw the project as having a positive impact on their sons'/daughters' feelings about school, their careers, their families, and their self-esteem.

As a result of these findings, it is recommended that:

1. continuation of the SAVE project be supported;
2. non-project staff with whom project students come in contact (principally vocational education teachers) receive an orientation to (a) the unique needs of this population of students and (b) appropriate instructional/class management techniques.

Should consideration be given to expanding this project to other junior high schools, extreme care should be taken in hiring teachers to work with students of this nature. Such teachers should possess characteristics which are believed to have been vital to the success of this project (i.e., an extremely flexible approach to instruction, a high degree of tolerance for idiosyncratic behavior, an ability to successfully cope with large amounts of stress, and an abundance of skills in individual and group dynamics). Failing to hire teachers with these attributes, would likely limit the effectiveness of future projects of this nature.

Appendix A

Project SAVE Checklist
(with responses)

DADE COUNTY PUBLIC SCHOOLS

Project S.A.V.E. Checklist

Completion of this form will assist the Office of Educational Accountability staff and the personnel of Project SAVE with the evaluation of this project. More specifically, it will allow Educational Accountability and Project SAVE employees the opportunity to determine if and when key features of the project proposal have been implemented as well as ascertain the amount of student and parental involvement in some of the project's more important components. Please supply the following information, adding the appropriate dates when requested:

I. A. The ratio of students to teachers as of November 1, 1982 was 20/1.

B. The ratio of students to teachers as of February 15, 1983 was 18/1

C. The ratio of students to teachers as of May 31, 1983 was 16/1.

II. A. The number of students who obtained some type of counseling from November 1, 1983 through June 17th, 1983 was 20. (Count each student no more than once even if he/she attended both individual and group counseling.)

B. The number of students who received individual counseling at least once from November 1, 1982 through June 17, 1982 was 16, between 2 and 5 times was 2, between 6 and 10 times was 4, between 11 and 15 times was 4, more than 15 times was 4.

C. On how many occasions did you conduct group counseling sessions between November 1, 1982 and June 13, 1983? 14 times

III. Indicate the types of individualized instructional "projects" which the SAVE students either initiated and/or worked on during the 1982-83 school year.

Title/Description of Project	Subject Area	Number of Students Attempting Project	Number of Students Completing Project
Treasure Box	Construction	20	20
Carved Names	Construction	20	20
Wooden Key Chains	Construction	20	20
Television Interceptor	Electronics	20	20
Treasure Finder	Electronics	20	20
Gimmick Box (Codes)	Electronics	20	20
Mailboxes	Manufacturing	20	20
Business Projects	Manufacturing	20	20
Printing Designs	Business Mach.	20	20
Typing Drawings	Business Mach.	20	20
Teeshirt (Silk-screening)	Industrial Arts	16	16
Sculpture	Art	16	16
Chess Competition	Math	20	20

Project SAVE Checklist (continued)

IV. A. Project SAVE (and/or the occupational specialist) offered students exposure to the following types of occupations via its vocational class component.

	Date From	To		Date From	To
Criminal Justice	1st Quinmester				
Business	2nd Quinmester				
Health	3rd Quinmester				
Industrial Arts	4th Quinmester				
It's Your Career -					
Plan It	2nd Semester				
Project Business -					
Jr. Achievement	2nd Semester				

B. Project SAVE occupational specialist arranged for in-class speakers to discuss the following occupational fields:

Occupational Field	Speaker's Name	Speaker's Occupation	Date of Presentation
	Dorothy Dickens	Head of Women	
Construction	Wendy Curran	in Construction	10/5/82
Health	Leyda Napoles	Lab. Technician	10/6/82
Health	Alicia Muniz	Resp. Therapy	10/19/82
Drug Education	Joe Leonardo	Counselor-Village	10/25/82
Health	Elliott Grusky	Chiropractor	10/26/82
Health	Becky Detrell	Pulmin. Therapy	11/2/82
Criminal Justice	Alberto Juliachs	Police Explorers Leader - Officer	11/9/82
Criminal Justice	Sgt. Don Eckhert	Coral Gables Police - Polygraph	11/24/82
Criminal Justice	Mike Lamphear	Florida Marine Patrol	12/2/82
Criminal Justice	Dr. Eric Mitchell	Pathologist	12/8/82
Business	Toni Mijares	Southern Bell	Semester 2/ Once a Week

Project SAVE Checklist (continued)

Occupational Field	Speaker's Name	Speaker's Occupation	Date of Presentation
Sales	Albert Spinney	Sales Management Fla. Power & Light	2/14/83
Sales	Charles Sheer	Sales Management Fla. Power & Light	2/15/83
Management	Darrell Utvich	Management Fla. Power & Light	2/22/83
Attorney	Ron Magram	Attorney	2/24/83
Business	Rachel Hauck	Bank of Florida	3/7/83
Airport	Wanda Newelll	Airport	3/11/83
Health	Joe Dauphin	Building Maintenance Hospital	3/22/83
Employ Skills	Cindy Eaton	Eaton Consultants	3/13, 18, 20/83
Criminal Justice	Mike Pieper	Correction Officer	3/19/83
Health	Alina Mouton	Dietician	3/26/83

C. Project SAVE students made vocationally-oriented field trips to the following sites:

Name of Site	Site Contact Person	Types of occupations observed and/or discussed at the side	Date of Field Trip	No. of students attending
American Hosp.		Accountants, Nurses	3/24/83	16
Intl. Airport		Fire Fighters	3/15/83	16
Everglades		Environmentalists	3/25/83	20
Shark Valley		Forestry Officers	3/31/83	16
Public Library		Library Science		20
Dade Marine		Discussed Types of		16
Institute		Learning out of school		
Bird Rd. Animal	Dr.			
Hospital	Cunningham	Surgery and Animal Diseases	3/24/83	16
Robert Morgan				
Vocational Tech		Overview of School	1/13/83	
1983 Career				
Fair		Many	3/4/83	

Project SAVE Checklist (continued)

V. A. Specify the kinds of incentives which Project SAVE utilized to encourage students' appropriate academic and/or behavioral performance (e.g., permission to attend a field trip if a student completes a certain amount of work at a specified level of competence, etc.) and the reason(s) for earning a particular incentive.

Type of Incentive	Criteria Performance Required for Earning Incentive
Field Trips	All these incentives required
Films	student to complete English,
Baseball Games	Global and Math assignment on
Free Time in Class	time. If student deviated
Chess Playing	from task, he was confronted
Bringing Radio to Class	in front of peers during group
Visit to Zoo	dynamic sessions
Parties in Class (Ordering	
pizza, celebrating kids'	
birthdays, etc.)	
Nature Walks	
Bicycling Tours	

B. List the sources of funding of the various incentives which Project SAVE utilized.

Type of Incentive	Source(s) of Funding Incentive

Project SAVE Checklist (continued)

VI. A. Indicate the various ways parents of SAVE students have become involved in this project (e.g., joined a support group, held a bake sale to raise money for the the project, attended a parent/teacher conference) and state the purpose and date of the activity. In addition, specify the number of parent(s) who attended each type of activity.

Type of Activity	Purpose of Activity	Date(s) of Activity	Number of Parents Who Attended
Parent's Workshop	Discuss Project Advance	3/17/83	40
Parent's Workshop	Students' Presentation	4/21/83	40
Career Day	Marco Polo Presentation	4/22/83	(Dr. Monserrat, Miss Hiel, two students from Project Advance to a group of educators)

Appendix B

Sample of Student and Teacher Responses Regarding
"Costs and Benefits" of Project SAVE

Paraphrases of a Random Selection of Comments Made by the SAVE Students and Teacher Regarding the "Costs and Benefits" of Implementing Major Project Features

Feature	Costs	Benefits
Low teacher/student ratio	No comments made.	Students receive more individual attention. Teacher believes he knows more about the students' academic and behavioral strengths and weaknesses. Teacher believes he has more time to effectively utilize diagnostic/prescriptive instructional procedures
Counseling	Group counseling can sometimes "stir-up" negative feelings among the students and we might take out our anger on each other.	I have learned that it is okay to express my feelings. I like to discuss issues and feelings which I'm not permitted to talk about in other classes.
Project approach to instruction	Teacher believes it is very draining both physically and emotionally.	We like it because we can pick our own projects.
Exposure to vocational training	These courses are very structured and we have to learn to act differently with the vocational teachers. These courses are too structured, they are not informal enough.	The teacher thinks that adapting to different teaching styles is a good learning experience for SAVE students. The vocational courses are the right length of time.

Feature	Costs	Benefits
	Teacher thinks he must continually educate the vocational instructors to use a flexible approach when working with the SAVE students.	
Use of Incentives to enhance academic and other behavior	Neither the teacher nor the students made negative comments about this component.	From the field trips we learn first-hand about various jobs. Going on field trips is fun and educational. Teacher says the field trips help relieve student tensions.
Parent Commitment/Involvement	The teacher has to have evening meetings with the parents and this is very tiring.	Teacher feels the meetings offer parents an opportunity to meet with other parents who are facing similar problems with their children.

Appendix C

SAVE Student Questionnaire and Responses

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
PROJECT ADVANCE EVALUATION
STUDENT QUESTIONNAIRE

Do Not
This Spac

1 - 2

Sex: ___ Male ___ Female 3
1 2

Dear Student,

Below you will find a series of statements about Project Advance. Please answer every question on the line provided on the left by writing the one number from the scale below that most accurately describes your feelings. Your responses will be held in the strictest confidence.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

___ I think the tests I took while attending Project Advance were too hard. 4

___ Knowing that I could go on a field trip if I did my school assignments motivated me to complete my assignments. 5

___ Students in the "regular" school program at Rockway Junior made fun of me because I attended Project Advance. 6

___ Giving me a chance to visit interesting places for obeying Rockway Junior and Project Advance rules influenced me to actually obey these rules. 7

___ The vocational courses I took while attending Project Advance offered me new information about different kinds of jobs. 8

___ Going on field trips for getting good grades influenced me to actually work harder. 9

___ I think Project Advance's approach to teaching made school more interesting for me than the "regular" program I was previously attending at Rockway. 10

___ Taking vocational courses (such as small motors) while I was in Project Advance helped me get a better idea about the type of job I want to have. 11

___ I think Project Advance is a lot like the "regular" school program I was going to at Rockway. 12

___ I believe the Project Advance teacher spent too much time on academic subjects (such as English, Mathematics and global). 13

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
PROJECT ADVANCE EVALUATION
STUDENT QUESTIONNAIRE

Do Not
This Spa

___ I would want to attend Project Advance even if I had to transfer to another school. 14

___ I found that Project Advance's vocational courses (such as electronics and business machines) were more interesting than its academic courses (like English, Mathematics, and global). 15

___ I would participate in Project Advance, even if it prevented me from participating in extra-curricular activities. 16

___ I wish more people from the community had come to my classroom to tell me about different kinds of jobs. 17

___ I learned more in my Project Advance academic courses (such as English, Mathematics and global) than I did when I took these academic courses from other Rockway teachers. 18

___ I believe the Project Advance teacher made school more enjoyable for me than the teachers I had when I was in the "regular" Rockway program. 19

___ I think that talking about things that upset us helped us feel better about school. 20

___ I found that talking privately with Dr. Monserrat about my problems actually helped me to work harder at my school assignments. 21

___ The people from the community who came to speak about different types of jobs usually presented information which was new to me. 22

___ I wish Project Advance was located in another school rather than Rockway Junior. 23

___ I saw no differences between the Project Advance academic courses and the academic courses I took while I was in the "regular" school program at Rockway. 24

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
PROJECT ADVANCE EVALUATION
STUDENT QUESTIONNAIRE

Do No
This Sp

The following items are concerns often experienced by junior high school students. Place an X in column one after each item you discussed private with Dr. Monserrat or which was mentioned by any of the Project Advance students (including yourself) during a class discussion. In column two, mark with an X only those items which concerned you personally. In column three (for those items which concerned you personally) place an X under the heading which indicates the degree to which talking with Dr. Monserrat and/or talking with your classmates during a group discussion helped you resolve the concern:

	Column 1	Column 2	Column 3			
	Issues expressed during private or group discussions	Issues with which you were personally concerned	Degree to which private and/or group discussions helped you resolve the issue			
			No Help at all	Helped a bit	Helped a lot	
My feelings about myself						25 - 2
My relationship with my parents						28 - 3
My relationship with my brother(s) and/or sister(s)						31 - 3
My feelings about taking drugs						34 - 3
My understanding of my goals in life						37 - 3
My relationships with my teachers						40 - 4
My feelings about completing my school work						43 - 4
My feelings about graduating from high school						46 - 4
My relationships with my fellow students						49 - 5
My relationship(s) with my girlfriends/boyfriends						52 - 5

DADE COUNTY PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL ACCOUNTABILITY
PROJECT ADVANCE
STUDENT QUESTIONNAIRE

Do Not Write In This Space

___ Did Dr. Monserrat lead class discussions about students' school problems? 55

Yes 1 No 2

___ Did you speak privately with Dr. Monserrat about a problem of yours while you were enrolled in Project Advance? 56

Yes 1 No 2

Thank you for your assistance!

OEA: 4/1/83
ML/COLLINS.4 Pro/Adv/Ques.1,2,3

SAVE Student Responses to the Project SAVE Evaluation Student Questionnaire

Percent of Students Responding to Each Choice

ITEM	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
4	12	59	29	0	0
5	0	0	17	59	24
6	29	18	12	35	6
7	0	0	38	31	31
8	0	0	12	41	47
9	0	0	29	42	29
10	0	0	11	24	65
11	6	0	18	41	35
12	53	41	6	0	0
13	12	65	23	0	0
14	5	0	18	18	59
15	0	18	40	24	18
16	0	12	41	35	12
17	0	6	17	53	24
18	0	12	47	29	12
19	0	0	6	18	76
20	0	0	12	47	41
21	6	0	41	29	24
22	0	5	6	71	18
23	29	6	35	12	18
24	24	41	23	12	0

OEA: 7/22/83
ML/PROLLER.1 Answer/Quest.

Appendix D

Project SAVE Parent Questionnaire and Responses

April 4, 1983

Dear Parent,

The Office of Educational Accountability has been directed to perform an evaluation of Project SAVE. As part of this evaluation, we are requesting the assistance of parents whose children are enrolled in this project.

We are interested in determining how you feel your child is doing in the project, how much information you have received concerning the project, and what changes you have noted in the behavior of your child since his or her enrollment in the project.

Please complete the enclosed questionnaire, seal it in the accompanying envelope, and have your child return it to Dr. Monserrat no later than one week after you receive it. Dr. Monserrat has been instructed to forward the sealed questionnaires directly to our office and will not have access to individual parent's responses.

The information gathered through your cooperation will be utilized to draw a countywide picture of Project SAVE's strengths and weaknesses. In all cases, your individual responses to this quesitonnaire will be held in the strictest confidence.

Should you have any questions concerning this questionnaire, or any other aspect of this evaluation, please feel free to phone me at the Office of Educational Accountability. My number is 350-3447.

Your cooperation is greatly appreciated.

Sincerely,

Norman L. Proller
Evaluation Specialist

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
PROJECT SAVE EVALUATION
PARENT QUESTIONNAIRE

Do Not
This Spac

1 - 2

Child's Sex: (check one) ___ 1. Male ___ 2. Female 3

Ethnic origin of your child: (check one)

___ 1. White, Non Hispanic ___ 2. Black, Non Hispanic

___ 3. Hispanic ___ 4. American Indian/Alaska Native 4

___ 5. Asian/Pacific Islander

PLEASE ANSWER EVERY QUESTION ON THE LINE PROVIDED BY WRITING THE ONE NUMBER FROM THE SCALE BELOW THAT MOST ACCURATELY DESCRIBES YOUR FEELINGS

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
1	2	3	4	5

If a particular question does not apply to you and/or your child, leave a blank space on the line after the question.

___ My child has developed a more positive attitude about school since he/she enrolled in Project SAVE. 5

___ Since my child began attending Project SAVE, his/her relationship with the rest of our family has improved. 6

___ My child seems generally happier since he/she entered the Project SAVE class. 7

___ My child seems to be thinking more about his/her career goals since he/she began to participate in Project SAVE. 8

___ Since my child entered Project SAVE, his/her overall academic performance has improved. 9

___ Project SAVE has helped my child gain a better understanding of the relationship between doing well in school and getting a good job. 10

___ School officials provided me with adequate information about Project SAVE and its goals. 11

___ I am personally in favor of the academic approach utilized by Project SAVE. 12

DADE COUNTY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL ACCOUNTABILITY
PROJECT SAVE EVALUATION
PARENT QUESTIONNAIRE

Do Not
This Spac

___ My child's attitude toward school has not changed very much since he/she entered Project SAVE. 13

___ I think that establishing a classroom where the students remain together as a group, all taking the same subjects at the same time, was an effective learning approach for my child. 14

___ If a program such as Project SAVE is available in the fall, I would like to enroll my child in it. 15

___ I was given adequate information aobut my child's progress in Project SAVE. 16

___ My child seems to feel that he/she can learn more successfully since enrollment in Project SAVE than before. 17

Parental Responses to the Project SAVE Evaluation Parent Questionnaire

Percent of Students Responding to Each Choice

ITEM	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
5	0	0	8	33	59
6	0	0	0	67	33
7	0	0	0	33	67
8	0	0	8	25	67
9	0	0	0	42	58
10	0	0	8	67	25
11	0	0	9	58	33
12	0	0	8	42	50
13	58	26	8	8	0
14	0	0	0	50	50
15	0	17	8	25	50
16	0	0	8	67	25
17	0	0	24	17	59

Appendix E

Project SAVE Parent Communications

ROCKWAY JUNIOR HIGH SCHOOL

9393 SOUTHWEST 29TH TERRACE
MIAMI, FLORIDA 33165

JIM F. DAVIS
PRINCIPAL

DR. LEONARD M. BRITTON
SUPT. DADE COUNTY SCHOOLS

October 12, 1982

Dear Parents,

Your child has been selected as a candidate for an exciting (new) learning program. This selection was made by our guidance staff and school administration on the basis of your child's interest in the program, teacher recommendation, academic ability and good character.

The goals of this program are to teach basic skills such as English, reading and math in an innovative and interesting way. Students will also be introduced to a variety of career choices through class projects, field trips and other activities. The vocational studies will include construction, mechanics, criminal justice, electronics, graphics, business machines and health.

An individualized course of study for each student will be developed by a team of teachers, guidance counselors, and appropriate resource personnel. Each student will be evaluated periodically, and will be rescheduled into the regular school program, if progress falls short of the expected goals.

While the program is not college preparatory, it will in no way prevent the students from attending college should they later decide to go.

Please indicate whether or not you want your child to participate in this program by filling in the following form. If you check the box beside "Yes," we will arrange a special interview for you and your child to discuss the details of the program and answer your questions.

☐ Yes, I would like to have my child considered as a potential candidate for this program and I am willing to come for an interview. The best time for me to come for a joint interview is _____ o'clock.

☐ No, I am not interested in a program of this type for my child.

Signature of Parent_____

Please have your child return this form by Friday, October 15. Final selection will take place before the end of next week. Should you desire further information you may contact Dr. Ralph Monserrat at 221-8212.

Sincerely,

Ralph Monserrat

Ralph Monserrat, Ph.D.
Teacher/Coordinator

ROCKWAY JUNIOR HIGH SCHOOL
9393 SOUTHWEST 29TH TERRACE
MIAMI, FLORIDA 33165

JIM F. DAVIS
PRINCIPAL

DR. LEONARD M. BRITTON
SUPT. DADE COUNTY SCHOOLS

C O N T R A C T
for
Participation in
PROJECT ADVANCE

I agree to assume the responsibilities expected of me to adhere by the rules and regulations of the program as stated herein:

- -to be in attendance each day of the school year - unless ill or excused by the teacher/coordinator.
- -to report to my homeroom and other respective classes on time - unless arrangements have been made with the teacher/coordinator,
- -to respect other students' rights while they are at work or on assigned tasks,
- -to gain and/or maintain respect for self and to display same to teachers, students, the school and the community,
- -to keep a daily log of my activities and projects while under my teacher's supervision or direction,
- -to bring the appropriate materials to class, such as pens, pencils, notebooks and additional material required for my individual projects,
- -to abide by all school rules and requirements.

Failure to comply with these above regulations will result in my immediate removal from the program.

I have carefully read and understood the above statements and agree to remain in the program for at least a nine week period, or until removed by the teacher/coordinator.

_____
Date

_____
Student's Signature

_____
Parent's Signature

_____
Telephone Number

Ralph Swearingen Ed.D.
Teacher/Coordinator

Project Coordinator

ROCKWAY JUNIOR HIGH SCHOOL
9393 S.W. 29th Terrece
Miami, Florida

November 17, 1982

Dear Parents:

This is to inform you of Project Advance's goals and policies relating to grading, discipline, and homework.

Goals

The goals of the program are to teach basic skills in English, reading, math, social studies and science, and to introduce students to a variety of vocational career choices. These career choices include construction, mechanics, criminal justice, electronics, graphics, computers, business machines, health and employability skills.

Grading Policy

Each student will receive a weekly grade and a term grade. Grades will be determined by the following formula:
40% class participation, 25% homework and 35% tests.

Class participation is extremely important in getting each student involved in his or her learning experiences. That is why class participation is so heavily weighed in the grading formula. Class participation will be evaluated as follows: volunteering and correctly answering questions posed during class; completing special assignments and homework on time when assigned by instructor; maintaining daily log of reactions and thoughts about Project Advance and about themselves; demonstrating a positive attitude in class, as observed by instructor.

Students will also be eligible to receive extra credit by completing special assignments and projects.

Class Rules and Discipline Policy

Students agree to: a) attend class every day; b) complete their homework; c) complete their daily class tasks; and d) exhibit acceptable classroom behavior.

If students fail to perform according to the four class rules above, Project Advance's teacher/coordinator, Ralph Monserrati, and project coordinator, Sara Sommers, will follow this discipline policy. Failure to complete homework will result in points being deducted from the class participation grade. If students receive a reprimand for disrupting class, points will be deducted from the student's conduct grade.

Failure to attend class without a proper excuse, failure to complete homework more than three times, failure to complete the daily class task more than three times, disrupting class more than three times, or any combination of three offenses is considered a serious discipline problem.

BEST COPY AVAILABLE

If a serious discipline problem occurs, the first disciplinary step will be to make the student serve a detention (stay after school). If the problem persists, this is the Project Advance procedure:

1. A phone call will be made to the parent. A written record of all such calls will be kept.

2. If the problem continues, a) a written note will be sent home for parent's signature and b) a conference with the parent and student will be set up. The purpose of this conference is to resolve the problem.

3. The student will be dismissed from Project Advance if the problem persists.

Homework Policy

Homework assignments will vary as needed, per the instructor's professional judgment. Sometimes, as more difficult subject areas are taught, more homework will be required.

Students must turn in their homework when it is due. Failure to turn in homework is covered in Class Rules and Discipline Policy. Homework will be graded, and examples kept in students' folders for review in parent/teacher conferences.

Please sign this letter below, and return it via your child to Ralph Monserrat. Your child must sign the letter also. Your signatures tell us that you understand and will abide by the policies.

Ralph Monserrat
Teacher coordinator

Student signature

Sara L. Summers
Program coordinator

Parent signature

Appendix F

Sample Plan for Services Provided to
SAVE Students by Occupational Specialist

FILE

SPECIALIST: [illegible]

SCHOOL: Rockway Jr. H.S.

OCCUPATIONAL SPECIALISTS
IDENTIFIED "TARGET GROUP" STUDENTS

6/1/83

TO: J. Sherron, Supervisor, OES
cc: J.F.Davis, Principal
R. Vasquez, APC

IDENTIFIED CONCERNS	SERVICES PROVIDED	OUTCOMES	DATE
ll students are those which have e or more of the following dentified concerns: . a student who is an under-chiever or working below his/her spected potential in their sses. . a student who frequently terfers with instruction. . a student who is frequently bsent from school for minor asons.	All students were counseled individually and in small groups by the occupational specialist and were advised and interacted with guest speakers and persons in wide variety of careers which were met during field trips in regard to: 1. citizenship, 2. attitudes, 3. employability skills, 4. entry level jobs, 5. hints for choosing a career, 6. hints for job seekers,	Students learned how to find and utilize materials related to current occupational information They expanded their occupational awareness and aspirations and are able to identify their interests and match them with a wide variety of careers. More positive social attitudes and values were experienced with the additional project of adopting the	6/83
4. a student who is not otivated toward educational oals. 5. a student with a variety of family problems. 6. a student who is in need of ork in order to stay in school. 7. a student who might or is nvolved in drug or alcohol use.	7. telephone manners, 8. "Goulds Career Center", 9. Social Security and Work Permit Applications, 10. Junior Achievement, Project Business, Economics for Consumers and Career Exploration. 11. "Real World" Newspaper and "Career World" Magazine for Language Arts and Career Education (each student received their own copy monthly as well as instruction). 12. "Staying in School" brochures 13. "How Much Education Do You Need" Brochures. 14. "Planning Your Education" 15. Polygraph machine experience. 16. "Career Decision Making System Survey" by Harrington & O'Shea. 17. Counseling from adult schools re evening programs. 18. Newspaper "The Secret" 19. "Where the New Jobs Are" 20. "It's Your Career-Plan It!"	Pediatrics Ward at American Hospital (Dade Partner) and preparing individual bedside decorations three times and delivering them. Proper use of others property, good peer relationships, leadership qualities and respect for authority were enhanced. Decisions about subjects to take in high school will be easier. What plans to make for after school training; what careers to look into; what activities to get involved in are now easier and relevant for these students. Job seeking techniques and telephone manners which are positive can be demonstrated. Students are able to identify common consumer terms, i.e., gross income, net income, principle/interest, installment buying, income tax, social security benefits.	

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SPECIALIST: Regina Bell, Occupational Specialist

SCHOOL: Rockway Jr. H.S.

OCCUPATIONAL SPECIALISTS
IDENTIFIED "TARGET GROUP" STUDENTS

IDENTIFIED CONCERNS	SERVICES PROVIDED	OUTCOMES	DATE
	20. Field Trips to: 1983 Career Fair by Rotary, Jordan Marsh, Bird Road Animal Hospital, Shark Valley, Dade County Jail, Criminal Court, IBM, Security Federal Savings & Loan, Miami Int'l. Airport, U.S. Post Office, Robert Morgan Vo-Tech, Eastern Airlines, Southern Bell Telephone, American Hospital and Dade Marine Institute. 21. Career Films: Carpentry "Build a Better U.S.A", Aviation "Take Off for Opportunity", Health Occupts. "What Can You Do?", The Apprenticeship Experience", Science-Energy Carcers " Windows in Time", Dist. Educ. " Choice is Yours", Engrg. "Plastics", Art "Your Future in Art", "Machine Tool Careers", Overall-"What Will I Do With My Time". 22. "Time of Your Life" program regarding goal decisions, turning values into goals, exploring needs, obtaining resources, planning your actions and making them work, taking risks, evaluating and following through. 23. Follett Coping Skills-"Job Interviews" Workbook and role playing.	Field trips provided more expansion of awareness of world of work, realities of the world of work and vast variety of jobs available to those who plan and apply themselves properly. Career films augmented field trips and/or exposed students to more careers. Students developed active listening skills, built self-esteem, learned problem solving techniques between parents and peers. They understand how to gather information relevant to making decisions and can exhibit skills in this regard Their ability to analyze situations, develope consensus and plan and implement their decisions has been enhanced.	6/83

6/1/83 TO: Joseph Sherron, Supervisor, OPS.

Per your request, I timely submit Target Group report regarding Identified Concerns, Services Provided and Outcomes.

cc: J.F.Davis, Principal
R. Vasquez, APC

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